R E P O R T R E S U M E S

ED 011 305 24

BIBLIOGRAPHY ON VERBAL LEARNING.
HARVARD UNIV., CAMBRIDGE, MASS.
REPORT NUMBER BR-5-0215-5 PUB DATE MAR 66
CONTRACT OEC-5-10-239
EDRS PRICE MF-$0.09 HC-$0.24 6P.

DESCRIPTORS- *BIBLIOGRAPHIES, *VERBAL LEARNING, *PROBLEM SOLVING, *CONDITIONED RESPONSE, *STIMULUS BEHAVIOR, CAMBRIDGE

THIS BIBLIOGRAPHY LISTS MATERIAL ON VARIOUS ASPECTS OF VERBAL LEARNING. APPROXIMATELY 50 UNANNOTATED REFERENCES ARE PROVIDED TO DOCUMENTS DATING FROM 1960 TO 1965. JOURNALS, BOOKS, AND REPORT MATERIALS ARE LISTED. SUBJECT AREAS INCLUDED ARE CONDITIONING, VERBAL BEHAVIOR, PROBLEM SOLVING, SEMANTIC SATIATION, STIMULUS DURATION, AND VERBAL DISCRIMINATION. (TC)

ED011305

U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
Office of Education
This document has been reproduced exactly as received from the person or organization originating it. Points of view or opinions stated do not necessarily represent official Office of Education position or policy.

BR-5-0215
OEC-5-10-239
PA.24

CLEARINGHOUSE ON EDUCATIONAL DIFFERENCES
Harvard Graduate School of Education
Larsen Hall, Appian Way
868-7600, x3501

BIBLIOGRAPHY ON VERBAL LEARNING
March 1966

Accession no.	Title
002498	Barik, H.C. & Lambert, W.E. Conditioning of complex verbal sequences. Canadian Journal of Psychology, 1960, 14(2), 87-95.
002380	Barker, H.R., Jr. The role of response availability in serial learning. Paper presented at Southeastern Psychological Association, April 1965. 8pp. with tables, mimeo.
002576	Cramer, Phebe. Recovery of a discrete memory. Journal of Personality and Social Psychology, 1965, 1, 326-332.
002575	Cramer, Phebe. Mediated priming of associative responses: the effect of time lapses and interpolated activity. Journal of Verbal Learning and Verbal Behavior, in press.
002293	Garskof, B. & Marshall, G.R. Relationship between two measures of verbal relatedness: preliminary report. Psychological Reports, 1965, 16, 17-18.
002598	Glucksberg, S. & Weisberg, R.W. Verbal behavior and problem solving: some effects of labeling in a functional fixedness problem. Journal of Experimental Psychology, in press.
002516	Gray, C.W. & Newman, S.E. Supplementary report: associative asymmetry as a function of pronunciability. Technical report #13. Unpublished, North Carolina State University, 1965. 3pp., mimeo.
002558	Heckman, Barbara. Varied exposure durations in paired-associate learning in normal and retarded children. American Journal of Mental Deficiency, in press.
002485	Jakobovits, L.A. & Lambert, W.E. Mediated satiation in verbal transfer. Journal of Experimental Psychology, 1962, 64(6), 346-351.
002523	Jakobovits, L.A. & Lambert, W.E. Semantic satiation in an addition task. Canadian Journal of Psychology, 1962, 16(2), 112-119.

002582 Jakobovits, L.A., Messer, S., Kanungo, R. & Lambert, W.E. Semantic satiation of words and numbers. British Journal of Psychology, 1964, 55(2), 155-163.

002521 Jakobovits, L.A. & Lambert, W.E. Stimulus-characteristics as determinants of semantic changes with repeated presentation. Off-printed from The American Journal of Psychology, LXXVII, March 1964, 84-92.

002497 Kanungo, R., Lambert, W.E. & Mauer, S.M. Semantic satiation and paired-associate learning. Journal of Experimental Psychology, 1962, 64(6), 600-607.

002519 Kanungo, R. & Lambert, W.E. Effects of variations in amount of verbal repetition on meaning and paired-associate learning. Journal of Verbal Learning and Verbal Behavior, 1963, 3, 358-361.

002494 Kanungo, R. & Lambert, W.E. Paired-associate learning as a function of stimulus and response satiation. British Journal of Psychology, 1963, 54(2), 135-144.

002497 Kanungo, R., Lambert, W.E. & Mauer, S.M. Semantic satiation and meaningfulness. The American Journal of Psychology, September 1963, LXXVI, 421-428.

002529 Kendler, T.S., Kendler, H.H. & Carrick, Martha. The effect of verbal labels on inferential problem solution of children. no date. 16pp., 2 tables, mimeo. 2 copies.

002573 Lambert, W.E. & Jakobovits, L.A. Verbal satiation and changes in the intensity of meaning. Journal of Experimental Psychology, 1960, 60(6), 376-383.

002277 Marshall, G.R. The effect of concrete noun and picture mediation on the paired associate learning of abstract nouns. Paper presented at Eastern Psychological Association, Atlantic City, 1965. 4pp. with tables, ditto.

002290 Marshall, G.R. Stimulus characteristics contributing to organization in free recall. Journal of Verbal Learning and Verbal Behavior, in press.

002296 Marshall, G.R. Abstract of paper: the effects of associative specificity and patterns of association on mediation in the four stage paradigm. Unpublished, Bell Telephone Laboratories, Murray Hill, New Jersey, no date. 4pp., offset.

002278 Marshall, G.R. The effect of the total association and the conceptual cohesiveness among words on recall, clustering recognition association. Unpublished, Bell Telephone Laboratories, Murray Hill, New Jersey, no date. 28pp., offset.

002310 Marshall, G.R. Organization and recall. Paper presented at American Psychological Association, 1964. Unpublished, Bell Telephone Laboratories, Murray Hill, New Jersey, no date. 8pp. with tables, offset.

002289 Marshall, G.R. Sequential probability, pronounceability, and content-and-function words: their relationship to response acquisition. 2pp.

002517 Newman, S.E. Effects of clustered presentation of items from the same class and element-sharing among these items on performance during multitrial free recall. Technical report #15. Unpublished, North Carolina State University, 1965. 5pp., mimeo.

002588 Newman, S.E. Effects of clustering items from the same class on performance during and after paired-associate training. Technical report #19. Unpublished, North Carolina State University, 1965. 10pp., mimeo.

002513 Newman, S.E. Effects of serial presentation of paired associates on performance during and after training. Technical report #18. Unpublished, North Carolina State University, 1965. 6pp., mimeo.

002587 Newman, S.E. Response speed for easy- and hard-to-pronounce items. Technical report #20. Unpublished, North Carolina State University, 1965. 5pp., mimeo.

002518 Newman, S.E. Response speed as a function of pronunciability and training. Technical report #16. Unpublished, North Carolina State University, 1965. 5pp., mimeo.

002270 Nodine, C.F. Stimulus durations and stimulus characteristics in paired-associates learning. Journal of Experimental Psychology, 1963, 66, 100-106.

002271 Nodine, C.F. Stimulus durations and total learning time in paired-associates learning. Journal of Experimental Psychology, 1965, 69, 534-536.

002276 Nodine, C.F. & Nodine, Barbara F. Stimulus intervals, stimulus durations, and difficulty level in paired-associates learning. Unpublished manuscript, Miami University, Oxford, Ohio, no date. 10pp. with tables, ditto.

002280 Paul, C. Verbal discrimination reversal as a function of overlearning and percent of items reversed. Journal of Experimental Psychology, in press.

002574 Podd, M.H. & Spear, N.E. The influence of the stimulus on response acquisition in paired-associate learning. Paper presented at Eastern Psychological Association, Atlantic City, 1965. Unpublished, Rutgers University, 1965. 4pp., mimeo.

002515 Tragash, H.J. & Newman, S.E. Serial positioning as a cue in learning: effects of pairing- and test-orders. Technical report #14. Unpublished, North Carolina State University, 1965. 4pp., mimeo.

002541 Underwood, B.J., Rehula, R. & Keppel, G. Item-selection in paired-associate learning. American Journal of Psychology, 1962, 75, 353-371.

002333 White, S.H., Spiker, C.C. & Holton, Ruth B. Associative transfer as shown by response speeds in motor paired-associate learning. Child Development, 1960, 31, 609-616.

002567 Winnick, Wilma A. & Dornbush, Rhea L. Numerical positioning as a cue in serial learning. Unpublished, Queens College, New York. Paper presented at Eastern Psychological Association, Atlantic City, 1965. 16pp., ditto.

002508 Winnick, Wilma A. & Kressel, K. Tachistoscopic recognition thresholds, paired-associate learning, and free recall as a function of abstractness-concreteness and work frequency. Journal of Experimental Psychology, 1965, 70, 163-168.